

## 'SILAT OLAHRAGA' MODULE FRAMEWORK FOR PRIMARY SCHOOL TOWARD STUDENTS COMPETENCY IN SILAT

Azli Puddin\*, Badaruddin Ibrahim

Universiti Tun Hussein Onn Malaysia, Malaysia

\*azli@uthm.edu.my, badar@uthm.edu.my

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### Abstract

**Purpose of Study:** Silat is one of the primary school co-curricular activities. This co-curricular activity is informal in nature and learned outside school hours. Normally these silat activities are taught by the association of silat which is within the confines of the community. In this regard, the syllabus taught is non-standard because it could not assess the level of competency of students for their psychomotor, cognitive and affective domain.

**Methodology:** This study is to establish a curriculum module silatolahraga in primary school by using development curriculum (DACUM) approach

**Results:** This study developed a curriculum module that can be used in primary school that capable of measuring student competency in 'silatolahraga'.

**Implications/Applications:** The formation of this module considered the establishment of effective content and meeting the competency of primary school students mainly in terms of psychomotor, affective and cognitive.

**Keywords:** *Silat Sport, Co-Curriculum Module Development, Primary School, Sport Competency, Sport Curriculum*

### INTRODUCTION

Writing about the history and development of silat systematically and specifically has not been found yet, most of the history of the development of silat is oral with only a small amount of entries only on Malay martial arts based on the history of warriors associated with fighter figures only. History of silat is found to be closely related to the development of traditional Malay civilization where people practicing the martial arts will have a position in the hierarchy of the society. A brief history of silat in Malay world history has been recorded in historical works such as the history of Malay, 'Hikayat Hang Tuah', 'Tuhfat Al-Nafis', Sultan Abu Bakar Poetry, 'HikayatSiak' and others. Silat has changed from defining the hierarchical perspective of the traditional Malay community to sports and co-curricular in the 1970s. For example, on 14 September 1976, the Association of SilatGayungFatani has taken the action to develop silat curriculum based on the traditional silatMelayu. This tradition of silat curriculum is better known as traditional silat barn court curriculum. Silat curriculum development at that time booming and practiced at all levels of the military, rural communities, youth schools and higher institutions of learning. The syllabus curriculum at that time only focused on the knowledge and skill available within the association. For example, in the school of SilatGayungFatani syllabus, traditional subjects are being introduced such as 'BungaSembah', 'JurusSilat', 'BuahPukulSilat' and 'Silat Tempur'. Students will be tested for each level for their competency.

In Malaysia, the National Silat Federation of Malaysia or PESAKA is the main organization which regulates all the development of silat in the country. This organization is a combination of many large associations of silat in Malaysia such as 'SilatGayungFatani Malaysia', 'SilatGayung', 'SilatCekak Malaysia' and 'SilatLincak'. The organization is supported by the silat association at the state level.

In the development of 'silatolahraga' and sports education, they become key elements in the syllabus or subjects that were designed. However, the curriculum development of 'silatolahraga' in primary school is still unsatisfactory and did not meet the standard. Not capable of measuring student competency, particularly in terms of the cognitive, psychomotor and affective domain. This study will discuss the process of the formation of the curriculum module for 'silatolahraga' for primary school. The curriculum development of 'silatolahraga' will use the concepts and theories of development curriculum (DACUM). Approach to development of 'silatolahraga' curriculum using the theory of a DACUM will involve 5 main processes namely conduct initial 2-day workshops, conduct validation workshops, conduct management review, conduct task analysis and curriculum development.

Currently, the development of 'silatolahraga' in primary school is quite poor. The majority of students in silatolahraga do not reach the expected standard. This is because none of the syllabus curriculum 'silatolahraga' used standards that can be used to measure or to guide students.

Nowadays there are only guides for students who involved in competition only. The sport of silat is an individual sports events that contributed to the medal of the nation. Furthermore, the development plan for the grassroots should be given priority in search of young talent. A clear and realistic plan to develop talent must go through coaching, development of training modules, infrastructure, and other sports facilities. Therefore, the formation of a comprehensive curriculum in 'silatolahraga' for primary school is an effort to develop a more potential young champion.

To produce competence athletes, a module that able to assess the competency of primary school students should contain three domains, namely the cognitive, psychomotor and affective domain, this is very important in child development. By having a complete domain, implies that this module takes into account all aspects of the development of primary school students in addition to basic physical skills. The module of 'silatolahraga' developed by the association is more focused on 'silatseni' against silatolahraga. The syllabus is more conscious about the identity, style, and philosophy of the association. Currently, it could not be identified explicitly any modules available that can measure student competencies in the field of 'silatolahraga'. There is no championship on 'silatolahraga' at primary school level, compared with 'silatseni' which is held every year.

The objective of this study is to establish a curriculum module 'silatolahraga' in primary school by using the DACUM approach. The formation of this module will take into account the establishment of effective content and meeting the competency of primary school students mainly in terms of psychomotor, affective and cognitive. The content of the module will be taking the views of experts in sports science and physical education and also related technical data.

## LITERATURE REVIEW

### Co-curriculum and Sports Issues in Primary School

The development of silat at school had to face some problems that should be taken immediate action to ensure that the primary purpose of sites reached. In the process of teaching silatolahraga at primary school, there are several problems not only in terms of teaching but also the contents of the module itself which is not comprehensive and standard. This is supported by Teaymans which stated that each child should be tested and evaluated on the effectiveness of the curriculum especially for physical activity. Development of the perfect curriculum is very necessary to ensure that the contents of the module can be used effectively. In addition to the contents of the curriculum, the teaching style of teachers also needs to be taken into account especially where they do not have experience in teaching. The style of teaching and learning in school need improvement so that the appropriate approach to teachers teaching Julisma. This statement closely related to the leadership qualities of teaching physical education in school.

The ineffective module can pose negative effects on the student. In this regard, there will be various issues, especially in terms of injuries and so on in children. According to [Wahab](#), unplanned activities and not following the standards will have the tendency of injuries during the activity. Serious injury to the athletes will bring their parents to doubt to allow their children to get involved in sport. The number of injuries among children and adolescents contributed by sports activities is great. In addition, it also affects the children's psychological, were at this stage in the process of improving their skills, especially through sports activities to have positive psychology. That's mean children's psychological problems can be overcome by applying knowledge of psychology in sport.

Currently, primary school management does not systematically give emphasis on the types of sports that need to be the focus. This resulted in too many sports that need to be focused on insufficient resources such as labor and finance. According to [Grant](#) a country need to focus on the main and specific sports in order to produce champions at the international level. Example country such as New Zealand is capable of being a great figure of sports at international level. New Zealand has a low population density, however, it proves successful in several sports at the international level and it gives a positive effect to the socio-cultural communities in the country.

Teaching module in silat at primary schools is still using the concept of training which is normally done in the association which includes physical exercise and games. Furthermore, the application of sports science should be given high emphasis so that the country can progress in the field of coaching. The development of sports would be left behind and interrupted if sciences and technology are not being applied. Clearly here shows that sports development, especially in silat with the application of sports science, will enhance its development at the global level.

Like other researchers, [Ennis](#) stated that school physical education program should be researched and tested its effectiveness. The study found that a combination of physical education and curriculum program (sport for peace) has managed to increase the involvement of student interaction with others. His research involves 10 trainers from 6 schools that teach football, sports, and peace co-curricular. Data collected using the methods of observation and interviews. The

study found that the structure of sports that are included with peace co-curricular have successfully instilled trust, family spirit and nature of responsibility among students. The above statement clearly shows that a module should be evaluated for their effectiveness and sports have made many improvements to suit the circumstances of students nowadays. Teaching module should have various sports domains that are able to measure the competency of students.

A study from [Khalid, Esa and Sarebah](#) found students who joined the Association of SilatGayung Malaysia has enhanced their leadership skills. They recommended to the association to convene another activity in the association such as internationalization programme. Their research also found a handful of society negative view in the techniques of teaching silat. Silat cause fights, negative and aggressive behavior, and social problems. It shows that the community is still giving a negative perception as before.

[Purbojati](#) said silat martial art is one of Indonesia's cultural heritage which continue to sustainable. Has a variety of modes, binding on the district and has special features of its own. This statement shows that it was organized by the silat has a strong influence on the school of thought respectively. A different school of thought indicates the level of mastery of a society that is dominant to silat community and district respectively. This causes the syllabus of silat to do not match between teachers. This difference also involves a number of factors such as the experience and skills of the association. This issue is compounded by the poor execution silat lessons and teachers who are not proficient. So, in order to solve teachers to teach silat which is not proficient in the martial arts, they provide them with manual learning 'pencaksilat'. The findings of a validity test show that the learning model of PencakSilat can be used to study physical education, sport, and health education.

### **The Importance of Sports and Martial Arts to Children**

Martial arts are one of the lessons to create progress and enhance children's abilities in terms of cognitive, affective and psychomotor. Activities of martial arts emphasize a variety of concept development directly and indirectly to students. Silat curriculum in primary school is able to transform a child becoming more capable and competent. The effectiveness of 'silatolahraga' module is one of the excellent platforms to translate this desire. [Diamond](#) indicating the development of sports curriculum in school should be able to raise the level of physical and mental mastery to ensure that it is more advanced and developed than students who are not involved with the sport. His research shows positive effects on students aged 12 years who are involved in aerobic sports, martial arts and yoga. This statement is supported by [Houlihan](#). The study was to explore the elite sports achievements at both international and its role in the education system in England and Wales. The study found that school became the main contributor to success. The focus of his research was to identify the theory of policy initiatives and discuss the drafting formulation of incentive from experts and factors that affect the implementation of the sports policy. This study proves that the school plays an important role in the development of young athletes who will represent the country. In this regard, it is desirable that a perfect co-curriculum formation should be formed to achieve this aspiration.

[Grant](#) also supports the role of the school curriculum which can contribute to the formation of young athletes in the country. According to his study, school plays an important role in shaping values and confidence of young people. Sports have proven the value that was formed in New Zealand. Although New Zealand's population is not high but very commendable record have been manifested at the international level. Sports and recreation have contributed positive values to New Zealand. Sports curriculum development and education are very important for the formation of positive values in New Zealand.

According to [Trudeau](#) study, he examined the relationship between physical activity and academic performance in school. His research uses quasi-experiment and data showed a positive relationship between physical activity and academic performance in school. Martial arts are also one of the sports that contributed to the development of the curriculum at primary school. According to Tokorski, sport Judo played a role in the development of intellect and emotion, it teaches students how to make decisions, it takes into account the emphasis that has been set in modern and traditional education. He stressed that judo benefit in the development of intellect and emotion. This statement is also supported by [Sterkowicz – Przybycien](#), he reviewed changes in the behavior of pre-school children (4-6) years. He conducted research among parents which enrolling their children in the program for 16 months. The study showed judo training effect very positively to children, they (> 80%) mastering the required skills and study also shows 60-80% children succeed in problems solving. Among the skills acquired are discussing training, doing physical exercise at home and persuade and help poor people to solve their problems.

A study from [Boguszewski and Socha](#) is to determine the effect of training through the elements of karate to children in school. Sample study is children aged 4-6 years and involve a total of 88 children. Children going through fitness

activities such as throwing a medicine ball training, lower limb strength, standing long jump, sit-ups bleep test. The study found that children who are involved in fitness through karate in primary schools have significantly different results with a control group. The study by [Rogowska and Kusnierz](#) is to see the attitude of martial athletes in terms of behavioral, emotional and cognitive development. The study did not focus on the form of training but focus on the elements that can affect the attitude. She uses 192 respondents among female school students (13-16 years old), high school students (16-19 years) and adults. The results of his study found that those who engaged in martial arts and combat sports improved in terms of attitude, especially in terms of the cognitive component. He concluded that the combat sports practitioners also need to have the knowledge to encourage young children to be open-minded and ignore the negative elements in the martial arts.

Besides the development of children in sport through the module that has been provided, the process of identifying talent through effective modules should also be emphasized. The modules formed should also be able to get to know a person's competency and talents. According to [Boostani](#), the process of identifying talent in sports is one of the most important element. This process involved in terms of physical, motor, physiology and biomechanics. The test used for each identifying talent requires cost, time and manpower. The process of identifying talent scientifically is an important and growing as it covers anatomy, physiology, and psychology to support the establishment of a champion. This concept will bring athletes to a higher world-class sports level and Olympic sports. Informing the module, the aspects of psychomotor, affective and cognitive domains are important for measuring student competency. One of these domains should be given emphasis and primary focus in order for the objective of studies more focused. As an example of the psychomotor domain is one of the most important domains of physical education and sport in schools.

According to [Podstawski](#), the martial arts enthusiasts at the university is becoming higher. The study is to find the distinct stages of a student's motor skill. This study was carried out on 330 students of 23 physical education classes as much as 13 motor test is used. The study results found permissibility phase motors students rely on the type of sport such as martial arts, bodybuilding, slapped and golf balls. The results show the inclusion of martial arts encourage the development of motor skills

This study was also supported by De Cree, his research examines the intellectual development of the concept and the concept of pedagogy kanogigoro in judo to children. His research is making a critical analysis of the scientific study of judo is taught to children in the west and Japan. The study also compared the children who learn judo in Japan. The results of his study found the practice of judo in western society giving a negative impact on the mental development of children. It increases the rate of development which is not good such as violent and does not fulfill a social function compared with traditional judo program that emphasizes discipline and self-control. In addition, it improves academic performance, social behaviors of children. In conclusion, shonen judo-no-kata do not bring judo towards competition but educating children with the principal of ancient judo.

[Boguszewski and Torzewska](#) on his research on pre-school children to find the development of their motor skills. Karate is a martial art used in physical education. Karate training caused the coach to undergo training in the intricate movement. It stimulates the nervous system of children systematically and developing physical fitness. It also develops endurance, strength, agility, motor coordination, the flexibility of the body, the development of the skeletal system and increases metabolism. During the learning, the children learn about the body, increase strength and self-confidence. The study also looked at the effects of different forms of motor activities for children. The sample consisted of 88 children aged between 4-6 years consisting of 43 girls and 45 boys. In conclusion, doing physical training in karate has been promoting motor development of preschool children.

A good quality module will also focus on the development of the cognitive and affective domain. In terms of cognitive, it involves the formation of new ideas, concepts, and mastery of knowledge, understanding, and synthesis of information. While the affective domain, it includes the development of emotional, social, interests, attitudes, acceptance, feedback and character. According to [Connell](#), his study of male students related to the nature of the experimental nature of masculine and changes related to it, he found that many co-curriculum sports play a role in helping shape the new knowledge in the development of individuality, especially in terms of gender for male students. Changes in the curriculum help students to understand the issues in the subject in the form of content and skill. Meanwhile, [Lechner](#) claimed that he saw the extent of cognitive and non-cognitive effects of participation in sports clubs and extra-curricular activities that help in the development of students' skills. His research shows that the impact of posting between cognitive and non-cognitive skills. Both the measured performance of the students' performance during the school where student achievement is getting better where the standard deviation is at 0.13. The decision is sound when using alternative data



sets as well as the budget and the introduction of alternative strategies. The effect can be explained by an increase in physical activity compared with normal leisure activities.

This assertion is supported by [Felfe](#) in his research found that the role of co-curricular activities is very important in shaping the education system itself, behavior and health. Now the curriculum development has received little attention. His research determined the impact of student participation in extra-curricular activities. He uses alternative data sets and semi-parametric estimation methods in a certain way to use the panel to handle data into the sport. Studies carried out to mark the positive impact on school performance and peer to child development. [Mudita](#) said that the increase in student motivation can be improved through learning martial arts techniques. The study was conducted on 34 students. The motivation has increased by 55.88%. Based on data analysis, it can be concluded that increased student motivation through learning martial arts.

The development of children 5-6 years of age is a very important stage of development. The development at this stage is the process of receiving a stimulus and followed by various activities such as dancing, exercising and playing futsal. At this age, education is an attempt to build excitement for education where it helped the organization and development of the body and soul in order to have supplies in the future. Fitness for children is the ability to use the whole body to generate ideas, feelings, feet, hands and other limbs. It is a platform for children to perform. While [Twemlow](#) also said the involvement of children in martial arts program such as Gentle Warrior Program has shown that low frequency, especially for boys in aggressiveness. For the girls also the result is not significant. The study was conducted on 254 children in grades 3, 4 and 5. Studies show that participation is a form of martial arts even toys it will reduce the rate of aggressive children. Setiawan also supports the statement that says that martial arts can shape a person's on the better character. Therefore, by providing martial arts at schools will provide a curriculum that supports student character development towards a better character.

### Co-Curriculum Module Development

In designing the silat curriculum in primary school, the establishment of effective curriculum modules is very important to create content modules that have multiple domains capable of measuring student competency. To educate children at the primary school age is crucial, education in this phase will expand the positive character of children to reach maturity stage. In the process of attaining maturity, the children will undergo a process of cultural change in knowledge, values , and beliefs. All the process will involve socialization, interaction, and culture.

While the studies conducted by [Erwin](#) describes during childhood growth and development, physical education is important because it forms the attitudes, knowledge, skills, and inventions. School children would typically like to play and doing a lot of physical activity. At this stage of training and martial arts games to be in accordance with the age and the level of competence of these students. At this stage the design and training modules should be directed towards the interest of children to play, martial arts movements are taught not to fight but rather to shape approach the game. The approach in the martial arts movement is in the forms of the game either as individuals or groups such as kicking and punching in a fun manner, using a technique such as kicking of balloons.

Siswando also made a study that produces this type of training that is appropriate for children from 9-12 years of age. This exercise model takes consideration of the self-development of the child. The formation of the module is based on the nature of a child who likes to play. This model of proper exercise can help coaches to address the biggest problem in identifying the appropriate exercise for children. The results of this study have established a training module with a tested validity of 80%. The test indicates that this model is fit for use. Moreover, the module formed for silat sport should also look at some other aspects such as leadership skills. This fact is supported by [Wee](#), which say that the style of leadership of the coaches is factors that affect the achievement of the athlete. Coaches act as a squad leader with the skills and confidence to convince athletes to compete during the match. His study using the test instrument acquired about 5 dimensions of leadership style. From the data analysis, it can be concluded that very young athletes need the guidance of coaches who have led the good team. Indeed, coaches who teach martial art at primary school also need to be good in leadership.

The aspect of fitness should also pay attention to the formation of this module. The above statement is supported by Era that claimed martial arts exercise influence/ affects the fitness of kinaesthetic children. The subjects consisted of children BTK group of 35 people. Data analysis showed significant values  $12:00 < \alpha (0.05)$  then it received clarification exercise influence kinaesthetic arts affect the fitness of children. Viewed from the perspective of other sports as well, Fitriyati also studied the use of video tutorials in teaching taekwondo. This will overcome the difficulty in following a technique

during training. This is some efforts to increase the level of motivation of athletes, especially children. The results showed a video tutorial training for children can be used after trying various test processes.

According to Decsy, the development of the curriculum requires skill in finding the appropriate competence and qualifications for the future. It takes proper planning to implement the curriculum. [Purbojati said Pencak Silat](#) is one of Indonesia's cultural heritage continues to be preserved. Have multifaceted binding regions and has special features of its own. However, now it gets less resistance, especially from young people. In his study of martial arts, creating a modular curriculum is essential in order to raise the quality of martial arts and a variety of ways in collaboration with universities to develop the arts. [Yassin](#) also stated that generic skills and co-curriculum is a very necessary approach taken by University Malaysia Terengganu in integrating generic skills and learning. It is intended to improve the competencies of students in finding jobs.

## CONCLUSION

'SilatOlahraga' in primary schools requires a solid syllabus and is able to test student's competence from cognitive, psychomotor and affective aspects. The DACUM's approach will help researchers complete all the important aspects that are necessary for the syllabus of 'SilatOlahraga' in terms of physical, mental and social development of students.

This syllabus of 'SilatOlahraga' is anticipated to be the principal guide for all instructors and teachers in teaching martial arts in schools, the approach practiced in this syllabus is well suited because it encompasses all facets of learning according to the age-appropriate learning of the pupils. This is really different from the 'SilatOlahraga' that is evolved by the association, as it is to a greater extent than only physical and aesthetic trends. The previous irregular syllabus is considered as less emphasis on cognitive, psychomotor and affective aspects. The sports, martial arts co-curriculum is very important in school because it is directed at educating the betterment of students' physical and mental growth, which can be experienced in many previous surveys in which martial arts such as judo and karate are able to shape better puppets. In summation, the effective syllabus content also aids in molding the students to be more honorable than all aspects, this perfect syllabus should be considered carefully and obtained expert confirmation in the same line of business. Hopefully, this syllabus of 'SilatOlahraga' will be beneficial to all pillar, especially instructors, trainers, and primary school pupils involved in mutations.

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